



Douglas Park Public School

STUDENT WELFARE POLICY

Student Welfare:

- Encompasses everything the school community does to meet the personal, social and learning needs of students;
- Is achieved through the total school curriculum and the way it is delivered;
- Incorporates effective discipline;
- Incorporates preventative health and social skills programs;
- Stresses the value of collaborative early intervention when problems are identified;
- Provides ongoing educational services to support students;
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony;
- Recognises the role schools play as a resource to link families with community support services and
- Provides opportunities for students to:
 - enjoy success and recognition;
 - make a useful contribution to the life of the school and
 - derive enjoyment from their learning.

NSW Department of Education

Douglas Park Public School exists to provide a first-class education for all its students.

When parents enrol their children, they enter into a partnership with the school staff. This partnership must strive to create in the children, an understanding of appropriate public behaviour. Such understanding should lead the students to develop responsibility for their own behaviour.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student and to communicate with parents about the educational progress and behaviour of each student.

Aims:

- To create a safe, happy, caring school environment in which the students are nurtured as they learn and receive a quality education.
- To encourage students to take responsibility for their own learning and behaviour.
- To provide a unified approach by parents, teachers and community members.
- To develop responsible students who have an understanding of fairness and respect.
- To provide opportunities for students to achieve their academic, social and cultural potential.
- To implement a fair and effective school discipline policy.
- To provide a positive example through good role modelling from all members of the community.

March 2018



STUDENT WELFARE

THE PRINCIPAL will ensure:

- a commitment to student welfare underpins all the policies and activities of the school.
- student welfare is regularly reviewed.
- a school discipline policy is developed and regularly reviewed.

TEACHING & SUPPORT STAFF will:

- ensure they are familiar with the Student Welfare Policy and the School Discipline Policy.
- contribute to the provision of a caring, happy, well-managed, safe environment for all students, other staff and parents.
- develop effective learning programs, assess student progress and report effectively.
- maintain lines of communication and respect rights of students and parents.
- be a good role model for students and promote and uphold the school code of behaviour.

STUDENTS will :

- act according to the code of behaviour throughout each day.
- contribute to the provision of a caring, safe environment for other students, staff and parents.
- participate actively in the learning process.
- speak kindly and politely and work cooperatively.
- practise peaceful resolution of conflict.
- respect other students' rights and property, public property and individual differences.

PARENTS will be encouraged to:

- support their child's learning.
- support the school and assist to maintain lines of communication.
- be good role models and assist to provide a safe and caring environment.
- share responsibility for shaping their children's understanding about acceptable behaviour.
- be aware of school activities.

School Uniform:

It is expected that all students will wear the school uniform. The school uniform is attractive and should be worn with pride, especially when students represent the school on excursions. Wearing the school uniform promotes positive community perceptions of public education.

Hats are compulsory whenever children are in uncovered areas. All students will wear a broad brimmed red hat when outdoors. If students do not have a broad brimmed hat, they will be restricted to the undercover areas during recess and lunch play periods.

Jewellery is a safety risk, so only studs or sleepers and signet rings may be worn. Nail polish is not allowed.



STUDENT WELFARE

Douglas Park Public School's Student Welfare Policy incorporates:

**School Rules, Rights and Responsibilities of all Stake Holders
Discipline Policy
Anti-Bullying Policy
Anti-Bullying Plan**

References from the Department of Education:

Anti- Racism Policy PD20050235
Bullying: Preventing and Responding to Student Bullying in Schools Policy PD20100415
Core Rules for Students in NSW Government Schools
Managing Drug Related Incidents in Schools – Guidelines PD20020040
Work, Health and Safety Policy PD20040007
School Attendance Policy PD20050259
School Uniform Policy PD20040025
Student Discipline in Government Schools PD20060316
Student Welfare Policy PD20020052
Suspension and Expulsion of School Students - Procedures PD20060316

SCHOOL CODE OF BEHAVIOUR

BE KIND

BE SAFE

BE COOPERATIVE

SHOW RESPECT

DOUGLAS PARK PUBLIC SCHOOL

SCHOOL RULES



As a student of Douglas Park Public School, I should:

- ✔ be polite and considerate and cooperate with teachers, other pupils and visitors.
- ✔ ask permission before using another's property, and look after their belongings with care.
- ✔ attend school regularly, be punctual and do my best in class and other school activities.
- ✔ listen carefully and follow instructions.
- ✔ play fairly and safely.
- ✔ treat others with understanding and not hurt their feelings.
- ✔ not hit, hurt, bully or annoy others.
- ✔ express my opinions clearly and politely.
- ✔ accept other people's right to have their own opinion.
- ✔ accept responsibility for my own actions and belongings.
- ✔ take pride in my school by wearing my uniform and representing my school proudly.
- ✔ help to care for the playground and buildings by keeping them neat and tidy.
- ✔ try to solve problems fairly and peacefully.
- ✔ show self-control in my actions.
- ✔ travel to and from school in a safe and sensible manner.

As a student at Douglas Park Public School I have the right to:

- ✔ be happy and to be treated with understanding.
- ✔ be treated with respect and politeness.
- ✔ be safe.
- ✔ expect my property to be safe.
- ✔ learn in an environment free from disruption and bullying.
- ✔ have a pleasant, clean and well maintained school.
- ✔ be treated fairly.
- ✔ receive feedback on my progress.



DOUGLAS PARK PUBLIC SCHOOL RIGHTS & RESPONSIBILITIES

Students have the right to:

- learn and to experience regular success in their learning.
- feel emotionally and physically safe in the school environment.
- work and play in a safe, secure, friendly and clean environment.
- respect, courtesy, honesty and fairness.
- a high quality, well rounded education.

Students have the responsibility to:

- ensure their behaviour is not disruptive to the learning of others.
- help to keep the school environment neat and tidy.
- ensure they are punctual, polite, prepared and display a positive manner.
- behave in a way that protects the safety and well being of others.

Staff have the right to:

- be shown respect and politeness.
- teach in a safe, clean, harmonious and secure environment.
- teach in a purposeful and non-disruptive environment.
- experience cooperation and support from parents and colleagues.
- make decisions regarding effective teaching and learning programs.
- be spoken to in a courteous manner.
- ongoing professional training and support.
- open lines of communication between staff, parents and students.

Staff have the responsibility to:

- model respectful and courteous behaviour.
- encourage cleanliness and safety of the school site.
- establish positive relationships with students, parents and colleagues.
- ensure good organisation, planning and efficient use of resources.
- report student progress to parents.
- develop and implement effective learning programs.
- set a good example for students.
- maintain open lines of communication.
- treat all students fairly.

Parents have the right to:

- be informed of learning activities, behaviour management procedures and decisions affecting their child's health and welfare;
- be informed of their child's progress;
- access a meaningful and high quality education for their child;
- have a caring and safe environment for their child.
- be shown respect, treated courteously and have open lines of communication with the school.

Parents have the responsibility to:

- ensure their child attends school regularly.
- ensure the physical and emotional condition of their child is at an optimum for effective learning.
- support the school and encourage their child's learning.
- show respect and courtesy in the school environment and set a good example for students.
- maintain open lines of communication.

DOUGLAS PARK PUBLIC SCHOOL



DISCIPLINE POLICY

Purpose: To promote and foster the development of self esteem and self discipline.

Aims:

- To establish a framework for discipline and communicate this structure to the school community.
- To encourage the students in their understanding of appropriate and inappropriate behaviour.
- To ensure recognition is given to those with acceptable, positive behaviour and general good manners.
- To ensure students are aware that continuing unacceptable, inappropriate behaviour is their choice and will result in specific consequences.
- To maintain uniform discipline procedures and practices across the school.

The underlying philosophy of this policy recognises that:

- Students will accept responsibility for their behaviour;
- Teachers and parents play an integral part in assisting students to develop positive and acceptable behaviour patterns and
- Consequences for wrong choices need to be consistent throughout the school and provide an opportunity for the student to modify and improve their behaviour in the future.

The Expectations of Good Discipline in NSW Public Schools:

NSW public schools have the following requirement of all students:

- sustained application to learning;
- respect for other individuals and their property;
- courtesy to other students, to teachers and to community members;
- due respect for teachers;
- no violence, discrimination, harassment, bullying or intimidation;
- no weapons, illegal drugs, alcohol or tobacco;
- peaceful resolution of conflict;
- adherence to the standards of dress determined by the school community and
- compliance with all school rules and the school Discipline Policy.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

BEHAVIOUR MANAGEMENT PLAN

Strategies to Promote Good Discipline & Effective Learning:

- develop easily understood rules which are fair, clear and consistently applied;
- create a safe and challenging environment;
- involve parents in promoting acceptable student behaviour;
- provide a curriculum which is appropriate;
- communicate high expectations;
- provide appropriate support programs eg counselling, learning support.
- recognise effort and success.

Practices Designed to Recognise & Reinforce Achievement & Appropriate Student Behaviour:

- social reinforcers, ie the attention a student gets from the teacher eg verbal and non-verbal praise and commendation.
- activity reinforcers, ie special things students might “get to do” as a reward for good behaviour eg getting free time, being a line leader.
- tangible reinforcers, ie rewards for good behaviour eg stickers, merit certificates, catch me being good awards, bronze, silver, gold awards, Principal’s morning tea each term.
- visit to Principal for recognition.
- acknowledging student achievements in the local media and in school newsletters.
- ongoing parent contact.
- modelling of consistent and caring behaviour by staff.

Strategies for Dealing with Unacceptable Behaviour:

Students have the right to be treated fairly and with dignity.

For minor breaches, consequences from the teacher may include:

- reprimand/ warning
- simple ‘distraction’ method (move the student);
- loss of privilege;
- in-class / playground time out.
- apology

For more serious breaches, or consistently inappropriate behaviour, school executive will be notified and consequences may include:

- yellow card outlining the incident resulting in detention.
- individual behaviour modification program eg behaviour monitoring card.
- being sent immediately to the Principal or Assistant Principal.
- letter home and/or parent interview.
- learning support team referral and school counsellor intervention.
- loss of privileges.
- restitution eg written apology or
- suspension or expulsion in very serious instances.

To monitor the frequency and severity of inappropriate behaviours, a record of incidents will be maintained for such students.

Excursions & Sporting Events

- When students are representing the school, attending any activity organised by the school or under the auspices of the school, student behaviour should be consistent with school rules.
- A student's exclusion from school representation and excursions will result if, after intervention, behaviour support and parental contact, their behaviour is not consistent with the school rules.
- The decision on exclusion will be made by the principal based on the documentation available.

Suspension, Exclusion & Expulsion from School

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parent's responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.

The school and the government school system will work in partnership with parents with a view to assisting a suspended student to re-join the school community as quickly as possible. Suspension allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

The Principal must ensure that the implementation of these procedures takes into account features such as the age, individual needs, any disability and developmental level of students. Procedural fairness is generally recognised as having two essential elements. These are the right: to be heard and to have a fair and impartial decision.

Immediate Suspension

When consideration has been given to factors such as age, disability and developmental level of students (amongst others), Principals must suspend immediately and consistently with these procedures, any student who:

- ***is physically violent*** resulting in injury, or seriously interfering with the safety and wellbeing of others
- ***is in possession of a firearm or prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act) or knife(without reasonable cause).***
- ***uses or is in possession of, a suspected illegal substance or supplies a restricted substance.***

Short and Long Suspension

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will have:

- ensured all appropriate school student welfare strategies and discipline options have been applied and documented;
- ensured all appropriate support personnel available within the school system and externally have been involved;
- ensured discussion has occurred with the student and parent or caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension;
- provided a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future and recorded all action taken.

A **short suspension** of up to and including 4 school days may be imposed for the following reasons:

- ***Continued Disobedience***
This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions, defiance, disrupting other students.
- ***Aggressive Behaviour***
This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or text messages, bullying and damaging property.

If the principal decides to impose more than two short suspensions on a student in any twelve month period, the school director must be advised.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal will consider:

- the safety of students and staff;
- the merit and circumstances of the particular case and
- factors such as the age, individual needs, any disability and developmental level of students.

The principal must ensure the suspension is recorded in the suspension register and all relevant documentation is retained on a file at the school.

A **long suspension** of 20 days may be imposed for the following reasons:

- ***Physical violence***
- ***Use or possession of a prohibited weapon, firearm or knife***
- ***Possession or use of a suspected illegal substance***
- ***Use of an implement as a weapon or threatening to use a weapon***
- ***Serious criminal behaviour related to the school***
- ***Persistent misbehaviour***

The school director must be advised of the suspension, including its probable duration within two school days of the suspension being imposed.

NB For further information refer to Suspension and Expulsion of School Students – Procedures

Date: March 2018

STUDENT SUPERVISION PLAN

Purpose: To ensure the protection, safety and welfare of the students of Douglas Park Public School.

Date: March 2018

Implementation:

SUPERVISION BEFORE SCHOOL

- Supervision is provided for half an hour before the commencement of classes ie. from 8.45am to 9:15am.
- Access to fixed playground equipment and particular areas of the school grounds is restricted to ensure effective supervision is provided.
- Students must not enter classrooms unless given permission by a teacher.
- Playground games are minimised to assure the safety and well being of the students.
- Parents are reminded of the hours of supervision in the first School Newsletter.

SUPERVISION DURING RECESS BREAKS

- Direct supervision is provided during recess breaks.
- The students remain seated in the eating area for the first 10 minutes of recess to provide the students with time to eat their morning tea.

SUPERVISION DURING LUNCH BREAKS

- Direct supervision is provided during both halves of lunch.
- The students remain seated in the eating area for the first 10 minutes of lunch.
- The Class Teacher remains in the eating area with the students during this time.
- Students may only play on the fixed equipment when a duty teacher is present.

SUPERVISION AFTER SCHOOL

- Students are not to leave the school ground, or sporting venues, before normal school finishing time unless signed out by a parent.
- When the bus students are dismissed from their classrooms they proceed to the bus lines or to the assembly area and are escorted to their buses by the Duty Teacher.
- Students who are picked up by their parents remain in the school grounds in view of the duty teacher until their parents come to collect them. They must then stay close to their parents within the playground. Handballs only are allowed after school if waiting with a parent. After 3.10pm, if parents haven't arrived, students wait in the school office area.
- Students waiting for Fidgety Frogs after school care, wait in the breezeway.
- Students who ride bicycles put on their helmets and walk their bicycles through the playground.

SUPERVISION OF STUDENT TRAVEL

- Teachers regularly reinforce school rules and expected student behaviour relating to travelling to and from school and school activities, both in classroom teaching and learning activities and at school assemblies.
- Parents are notified of repeated breaches, by their child, of the school rules and of not travelling safely.

SUPERVISION DURING TEACHING & LEARNING ACTIVITIES & WHOLE SCHOOL ACTIVITIES

- Students are supervised during all teaching and learning activities that occur within classrooms, within the school grounds, at sporting venues and other locations of teaching and learning activities eg. excursions.
- All excursions including water activities or overnight stays are accompanied by members of staff who possess current training in cardio-pulmonary resuscitation, emergency care and anaphylaxis.

SCHOOL ATTENDANCE & PUNCTUALITY TO CLASS

- It is most important students form appropriate habits with regard to school attendance and punctuality. Students who miss school or who arrive late often have difficulty following school programs and making friends.
- Chronic tardiness or absenteeism may be referred to the Home School Liaison Officer.
- Punctuality also refers to students returning to class after recess and lunch.
- Teachers have a legal responsibility to complete a class roll.
- Every absence from school is recorded in this roll, including late arrival and early dismissal.
- Parents should send a note to school, within 7 days of a child's absence, informing the school of the reason for their child's absence.